

Indiana Transition Requirements Checklist

FFY 2009 (School Year 2009-2010)

For additional guidance or a copy of this checklist, visit www.doe.in.gov/exceptional/monitoring

1) Is there evidence that the student was invited to the Transition IEP Team meeting where transition services were discussed?	Y	N
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Post-Secondary Goal Areas

2) Are there measurable post-secondary goals in these areas?	Education/Training			Employment		Independent Living		
	Y	N	N/A	Y	N	Y	N	N/A

a) Can the goal(s) be measured?

b) Will the goal(s) occur after the student graduates/transitions from school?

- If 'Yes' to both these questions, then circle 'Y'. If a post-secondary goal is not stated, circle 'N' for 'No'

3) Is there evidence that the measurable post-secondary goals were based upon an age-appropriate transition assessment?	Education/Training			Employment		Independent Living		
	Y	N	N/A	Y	N	Y	N	N/A

Is the use of a transition assessment(s) for the post-secondary goal(s) mentioned in the Transition IEP or evident in the student's file?

4) Are the post-secondary goals updated annually?	Education/Training			Employment		Independent Living		
	Y	N	N/A	Y	N	Y	N	N/A

Is there evidence that the post-secondary goals have been discussed and continue to be relevant.

5) Is there documentation regarding whether the student will pursue a high school diploma or certificate of completion?	Y	N
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Is the discussion documented in the Transition IEP or evident in the student's file?

6) Is (are) there measureable annual Transition IEP goal(s) that reasonably enable the student to meet his/her post-secondary goals?	Education/Training			Employment		Independent Living		
	Y	N	N/A	Y	N	Y	N	N/A

Are the annual goals included in the Transition IEP measurable and will they help the student make progress toward the state post-secondary goal(s)?

7) Are there transition services in the Transition IEP that focus on improving academic and functional achievement of the student to facilitate their movement from school to post-school?	Education/Training			Employment		Independent Living		
	Y	N	N/A	Y	N	Y	N	N/A

Is the type of instruction, related service, community experience, development of employment and other post-school adult living objectives, and if appropriate, acquisition of daily living skills, and provision of functional vocational evaluation listed in association with meeting the post-secondary goals?

8) For transition services that are likely to be provided or paid for by other agencies with parent or student (once the age of majority is reached) consent, is there evidence that representatives of the agency(ies) were invited to the Transition IEP meeting?	Education/Training			Employment			Independent Living		
	Y	N	N/A	Y	N	N/A	Y	N	N/A

a) For the current year, is there evidence in the Transition IEP that representatives of any of the following agencies/services were invited to participate in the Transition IEP development for this post-secondary goal? Agencies/Services include, but are not limited to: *post-secondary education, vocational education, integrated employment/supported employment, continuing and adult education, adult services, independent living or community participation.*

b) Was consent obtained from the parent or student (if student has reached the age of majority)?

- If 'Yes' to both (a) and (b), then circle 'Y'

9) Do the transition services include a course of study that focuses on improving the academic and functional achievement of the student to facilitate their movement from school to post-school?	Education/Training			Employment		Independent Living		
	Y	N	N/A	Y	N	Y	N	N/A

Do the transition services include courses of study that align with the student's post-secondary goal(s)?

10) Does this Transition IEP meet the requirements of Indicator 13?	Y	N
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If the reviewer has rated all questions with 'Y' or 'N/A', when applicable, for each post-secondary goal included in the Transition IEP, then circle 'Y'. This is a compliant Transition IEP. If one or more of the questions were rated with 'N', then circle 'N'. This is not a compliant Transition IEP. The LEA must take immediate and appropriate action(s) to make this student's Transition IEP compliant.

Adapted from the National Secondary Transition Technical Assistance Center (NSTTAC)